



PUBLIC INSTRUCTION

ASSESSMENT & ACCOUNTABILITY

Newsletter - Issue XXXV, September 2015

OEA/OSA Updates...

Note from the Assessment Director

Welcome back to school! I hope you all had a wonderful summer. This school year brings some changes to assessment and accountability requirements for districts. More details are provided in the newsletter, but here are the highlights:

1. Grade 9 fall Aspire assessment is discontinued.
2. Fall grade 4, 8, and 10 science and social studies assessments are discontinued.
3. There are no DLM/WAA-SwD fall assessments. All alternate assessments move to spring.
4. Statewide PALS continues through 2015-16, and then the selection of a literacy screener becomes a district decision beginning in 2016-17.
5. Selection of a vendor for a new 3rd-8th grade ELA and mathematics assessment is underway. It will remain an online assessment in the spring. Science and social studies will also move to spring, and will be online. That selection is also still in the procurement process.

Please note that Badger Exam scores and grade 11 ACT scores remain embargoed in anticipation of an October public release. Do not share test results in a public setting, including at school board meetings, prior to that release. Note that the Badger Exam portal, TOMS, will close on September 30. It is



likely that the data will not be loaded in WISEdash by then, so keep this in mind as you plan to work with the data over the next few months.

This year also brings some staff changes at DPI. Viji Somasundaram has served as program coordinator for the WKCE and Badger exams, and will move over to coordinate ACT Aspire, ACT, and WorkKeys. The program coordinator position for the new grade 3-8 assessments will be posted shortly. If you know of anyone who would be interested in that position, please encourage them to apply. We have a wonderful team of folks working here!

We also welcome Sumana Sengupta as our new Office Program Associate, replacing Debbie Gaffney-Dilley who is now the Executive Staff Assistant for our division. Sumana will typically be your first contact with the OSA Team.

OEA/OSA Calendar...

Important Dates

2015	
September 1 - 30	NAEP School Coordinator Information Packets Sent to Schools (For Schools Chosen to Participate in NAEP Only)
September 14 - October 9	PALS 1-2 Window
October 12 - November 6	PALS 4K-K Window
October 1-30	Districts Order ACCESS for ELLs® Testing Materials
October 15	Deadline to Complete "Provide School Information" form on MyNAEP
October 23	PALS Fall Score Entry Window Closes for Grades 1 and 2
October 31	Deadline to submit student lists via "e-filing" for NAEP
November 20	PALS Fall Score Entry Window Closes for Grades 4K-K
December 7	ACCESS for ELLs 2.0 Test Window Opens
2016	
January 11 - February 19	PALS 4K-2 (optional) Window
January 25 - March 11	NAEP Assessment Window
February 5	ACCESS for ELLs 2.0 Test Window Closes
March 1	ACT Plus Writing Grade 11 Assessment
March 1-15	ACT Plus Writing Grade 11 Window for Students Testing with Accommodations
March 2	ACT WorkKeys Grade 11 Assessment
March 2-16	ACT WorkKeys Grade 11 Window for Students Testing with Accommodations
March 15	ACT Plus Writing Grade 11 Makeup Day
March 16	ACT WorkKeys Grade 11 Makeup Day
March 28 - May 20 (tentative)	New Assessment (TBD) - ELA and Mathematics Grades 3-8 Window
March 28 - May 20 (tentative)	New Assessment (TBD) - Science and Social Studies Grades 4, 8, and 10 Window
March 28 - May 20	DLM - ELA and Mathematics Grades 3-11, and Science Grades 4, and 8-11 Window
April 25 - May 27	ACT Aspire Grades 9-10 Window
April 25 - May 20	PALS 4K-2 Window

Testing dates are tentative and may be subject to change for the 2015-16 school year.

As always, we look forward to working with all of you in the coming year. Your dedication and efforts really make this all happen.

Troy Couillard

Director, Office of Student Assessment



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Badger Exam Update

Badger Exam results, including the Individual Student Performance Reports (IPRs), are available in the Badger Exam TOMS portal. The IPRs should be sent to students' parents/guardians as soon as possible. An informational handout for families and a parent/guardian cover letter are available on the [Badger Exam resources webpage](#). The public data for Badger Exam will be made available in the WISEdash



portal during October. The Smarter consortium developed Badger Exam will not be administered for spring 2016 or beyond. The Department of Public Instruction (DPI) is currently in

the process of reviewing proposals for an ELA and mathematics assessment for grades 3-8.

Wisconsin Knowledge and Concepts Exam (WKCE) and Wisconsin Alternate Assessment for Students with Disabilities (WAA-SwD) Update

DPI is moving ahead with new assessments beginning in the 2015-16 school year. The department is in the process of reviewing proposals for a science and a social studies assessment in grades 4, 8, and 10.

As a result, we will no longer administer the WKCE and WAA-SwD. More details concerning these new assessments will be forthcoming as the process develops.



WKCE

ACT High School Assessments Update

There will now be only one administration of the ACT Aspire per year. The ACT Aspire assessments are no longer administered in the fall. ACT Aspire reports are available on the [Aspire Portal](#). All user roles in the Aspire portal were rolled back to "educator" role in an effort to lock down the portal after the closure of the Spring 2015 test window. After the release of



the spring 2015 test results, the access level for users listed as administrator was restored. All other users

should contact their District Assessment Coordinator (DAC) to change to the original role in the portal.

[The ACT Aspire portal user guide](#) is now available.

Additional [online reporting resources](#) such as the ACT Aspire Interpretive Guide, Accessing Summative Reports, Summative Reporting Features Comparison Chart, and Summative Report Packages are also available. The ACT Aspire Individual Student Reports (ISRs) should be printed and sent home as soon as possible. A sample cover letter that districts/schools may utilize when mailing ISRs home to parents/guardians is available on the [ACT webpage](#).

Alternate Academic Achievement Standards-Science Update

In 2010, we increased the rigor and expectation for students with significant cognitive disabilities (SCD) in ELA and mathematics. Since the creation of the Extended Grade Band Standards in science in 2007, we have continually seen students with SCD make gains in this area. To provide increased expectations, Wisconsin will be using the [Dynamic Learning Maps-Essential Elements \(DLM-EE\) in science](#). This will provide a cohesive system for instruction and assessment in all content areas. The DLM-EEs in science explore a deeper understanding of the Wisconsin Model Academic Standards.



As you may know, Wisconsin will no longer be administering the WKCE/WAA-SwD in the fall. Beginning in the spring of 2016, Wisconsin will use the DLM system for science in grades 4 and 8-11. More detailed

information, including training, will be shared with districts in the near future.

Dynamic Learning Maps (DLM) Update

With the removal of the fall grade 9 Aspire assessment, districts will no longer have to administer the fall grade 9 DLM assessment.

DLM hosted a formal standard setting over the summer months and has been busy preparing materials for public dissemination. DACs will be sent electronic Individual Student Reports for the spring 2014-15 administration early this fall through a secure file transfer. Please distribute these reports to students and families as soon as possible.



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DLM Update (Continued from page 2)

All DLM user accounts remain active in the portal. If a user has changed his/her name, email, or moved districts, do not create an additional account for this user. Please contact DPI for additional information on how to update this information.

Student demographics and rosters from 2014-15 have been removed from the DLM KITE Portal. Districts will be required to re-upload this information based upon 2015-16 school year enrollments. Provided that the same Wisconsin Student Number (WSN) is used, the system will remember students from last year and populate the accessibility profiles. It is imperative that districts pay careful attention to the data uploaded into the portal as reports may be impacted. DLM is in the process of updating supporting manuals and templates. DACs will be notified when these materials are posted.



The required training modules have been redesigned over the summer. Test administrators can expect to see reduced



length, and more focus on essentials. They are designed to resemble the instructional professional development modules with engagement activities. These trainings will now be accessed through Moodle (an online training website).

All test administrators will be required to complete a training module for the content area of science. Returning test administrators will be required to complete one module and quiz (approximately half hour). New test administrators within the DLM system will be expected to complete four required modules and quizzes (approximately three and a half hours total).

The training modules will be available early September. More information on this will be sent to DACs and special education directors when they are posted.

Contact Kristen Burton for additional information regarding the DLM assessment at (608) 267-3164 or kristen.burton@dpi.wi.gov.

ACCESS for ELLs® Update

ACCESS for ELLs® has converted to an online assessment for the 2015-16 school year for grades 1-12. The new version allows for concurrent testing of multiple grades, domains, and tiers. There will also be a new web-based portal for test administration. Kindergarten and Alternate ACCESS for ELLs™ remain the same.



Important Changes:

- Three testing roles: Test Coordinator, Technology Coordinator, Test Administrator
- All roles will be required to complete new trainings
- Online test administrators have reduced training requirements; can be district staff
- Paper test administrators (including K-ACCESS) must be licensed educators
- Web portal for most test-related tasks; permissions based on testing role
- Headsets (not just headphones) required
- New accommodation options in online platform
- DRC is the vendor for WIDA moving forward

Web Portal for Administration:

In early September, WIDA will release the WIDA Assessment Management System (AMS) to:

- Host training materials for Test Administrators, Technology Coordinators, and Test Coordinators, and track training module completion
- Capture the PreID information required to set up test sessions for students
- Be the ordering platform for ACCESS for ELLs®, Alternate ACCESS for ELLs™, and Braille ACCESS for ELLs® tests
- Set up the test sessions for students taking the ACCESS for ELLs® assessment
- Capture accommodation requirements for English learners (ELs) with disabilities
- Provide data downloads when testing is complete and the assessments have been scored

DPI will provide additional information in early September as WIDA finalizes the roll-out of their new assessment. Until that time, the most current information can be found on the [WIDA webpage](#).

Available and upcoming trainings can be found on the [WIDA webpage](#).



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PALS Update

Districts should be preparing for the upcoming administration of the Phonological Awareness Literacy Screening (PALS) for all four-year-old kindergarten through second grade students for the fall and spring of the 2015-16 school year. The fall screening window for first and second grade students is scheduled for September 14-October 9, 2015 with a score entry deadline of October 23, 2015. The fall screening window for 4K and 5K students is scheduled for October 12-November 6, 2015 with a score entry deadline of November 20, 2015.

Materials for teachers are currently being shipped to districts. We anticipate full delivery of new teacher kits and replacement consumable supplies by the beginning of September. If, after inventorying materials, you determine that you will need additional supplies please contact the PALS helpdesk to arrange further delivery. We are asking districts to make any additional requests for materials by October 15 and to only make one request per district as shipping and handling costs increase with the number of requests.



[Training materials](#) for teachers can be found online. Teachers are required to complete the Administration and Scoring course and should be encouraged to complete the Online Score Entry and Reporting course. Teachers who have already completed the courses in a previous year are not required to complete them again, although a review of materials is suggested.

New for the 2015-16 school year, first and second grade teachers will be able to stop administration of the screener after obtaining the Entry Level Summed Score. More information on this option can be found on the [PALS webpage](#) (look under the "Important Information" sidebar).

The PALS Online Score Entry and Reporting System now requires DACs to **upload student data** instead of utilizing a statewide data upload. This change will allow districts to create class lists and teacher assignments without needing to wait for statewide data to appear. [Instructions on how to use the Student Data Upload feature](#) are available online.

[The PALS Wisconsin Resource Center](#) is a helpful guide for your PALS related questions. For additional questions or for information on how to obtain PALS español materials, please contact Duane Dorn at duane.dorn@dpi.wi.gov or (608) 267-1069.

Remember to Update Your District Assessment Coordinator (DAC) Information

In mid-May, DACs received an email regarding the annual update to DAC contact information. It is essential that each district complete and **return the DAC Update Form to OSA every year**, even if the designated DAC remains the same.



If your district has not yet submitted the DAC update form for the 2015-16 school year, please do so by **September 18, 2015**. The DAC update form is available on the [Assessment forms webpage](#). Please email the completed forms to osamail@dpi.wi.gov.

New District Assessment Coordinators

Each year, many Wisconsin districts designate a new DAC who serves as the central point of contact and the coordinator for statewide testing in their district. If you have been designated as the new DAC for your district, there are a few resources available to assist you in your new role:

- ✓ Complete the ["DAC Update Form"](#). This form provides us with your email address to ensure that you receive timely information related to assessment and accountability.
- ✓ Familiarize yourself with the [Assessment and Accountability website](#).
- ✓ View the [New DAC webinar](#) available soon on the Information for New DACs webpage.

Assessment and Accountability Webpage Update

The Assessment and Accountability web pages will be getting an overhaul in September to accommodate the changes to our assessments. URLs will be changing. Please make a note of this and be sure to bookmark the new pages.



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NAEP Update



Districts and schools selected for NAEP in the 2015-16 school year have been notified. Watch for a mailing to schools with information about designating a NAEP School Coordinator and completing pre-assessment tasks. Contact Angela Dugas at

(608) 267-2273 or angela.dugas@dpi.wi.gov with any questions.

WISEdash Update

DPI is working to load the new assessment data files into our data warehouse with the following prioritization:

(1) Badger, (2) ACT, (3) Aspire, and (4) DLM. Badger, ACT, and Aspire data loads are in progress. We have not yet received DLM data to begin the load process. DPI does extensive data checking and "cleaning"



prior to loading the data in the data warehouse for reporting. Any data that you obtain from a vendor portal would not yet have received this quality assurance. **As a result, districts should not publicly share assessment results at this time.**

Additional information:

- Spring 2014-15 MAP results are now available in WISEdash for Districts.
- Spring 2014-15 PALS results are now available in WISEdash for Districts.
- 2014-15 ACT "graduates" results are now available in both WISEdash and WISEdash for Districts. These ACT results are for students that graduated in 2014-15, not the statewide ACT administration results.
- User-defined cohorts are now available in WISEdash for Districts. This feature allows users to create their own private sets of students or schools which become filters that can be applied to any WISEdash dashboard. This is a powerful feature that enables easy tracking and reporting on very specific populations across time. In addition, DPI is providing several school cohorts that subset schools based on school attributes for each school year. See [the Cohort User Guide](#), available at for more information.

Accountability Update

The 2015-17 biennial budget, signed into law as [Act 55](#), includes some changes for assessment and accountability in Wisconsin. Act 55 requires some key changes to the accountability report cards:



- All schools receiving public funds—public, charter, and private schools participating in the voucher program—will receive a [report card](#), or

complete the [alternate accountability process](#) for the 2015-16 school year. School and district report cards will not be released for the 2014-15 school year due to separate legislation (see [Five Things to Know About Accountability for 2014-15](#)).

- Two new weighting formulas will be implemented with the 2015-16 report cards.
 1. The first adjusts the weighting of the Student Achievement and Student Growth priority areas so that they are **weighted with respect to the percentage of economically disadvantaged (ECD) students** in the school or district, respectively. Generally, the higher the proportion of ECD students, the greater the weight assigned to growth, and vice versa.
 2. The second change **accounts for student enrollment length** (up to three years). With some possible exceptions, the longer a student is enrolled in the district, the greater the impact the student's performance will have on school and district report card scores.

Note: DPI is aware and notified the legislature of calculation errors in the budget language. Due to the calculation errors, we anticipate technical changes to the budget are forthcoming.
- Report cards for private schools participating in a choice program will be based on the data the school submits to DPI. All choice schools will receive a "Choice Pupil Report Card," which includes only choice students. If the school

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Accountability Update (Continued from page 5)

submits data for all students they would also receive a "Private School Report Card, which includes all students in the private school. Whether they receive one or two versions is their choice.

- Data for all students in virtual charter schools in which at least 50 percent of the students are attending under full-time open enrollment are excluded from district report card calculations. The virtual charter schools will still receive school report cards.
- Act 55 requires, in addition to an overall score and the existing rating categories, that DPI institute a five-star rating system for the report cards, and prepare descriptions of each of the rating categories. As per the recently passed 2015-17 biennial budget, value-added scores will replace student growth percentiles in the growth priority area for future releases of the school and district report cards.
- It is important to note that technical changes, clarification of language, and the release of additional rules and guidance will take place in the coming months. We will continue to update schools and districts throughout this process. Please email questions to oeamail@dpi.wi.gov.



A summary of the implications for assessment and accountability is available on the [OEA/OSA homepage](#).



DACs To-Do List from this Issue:

- Send Badger IPRs home to families
- Send Aspire ISRs home to families
- Send DLM reports to families upon receipt
- Upload student demographics and rosters for 2015-16 DLM administration
- Complete required DLM trainings
- Inventory PALS materials and order additional if needed
- Upload student data for PALS Online Score Entry and Reporting System
- Complete Annual DAC update form if not yet already submitted for the 2015-16 school year
- Complete "Provide School Information" form on MyNAEP
- Order ACCESS for ELLs® Testing Materials



We hope you find this newsletter and its contents beneficial. As the Office of Educational Accountability (OEA) and Student Assessment (OSA) work to improve and refine this communication tool, we appreciate feedback and/or suggestions on the layout and content. Please contact Assessment and Accountability at osamail@dpi.wi.gov with questions, feedback, and/or suggestions.

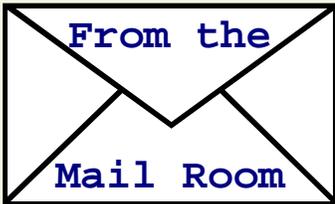




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"What is DPI's definition of 'Full Academic Year' (FAY)?"

The transition to spring testing for English language arts and mathematics assessments required an adjustment to what counts as FAY enrollment for the purposes of reporting and using assessment results in accountability calculations. With fall testing, FAY was calculated based on continuous enrollment from the third Friday of

September of the prior year to the current year. Such a calculation is not appropriate for spring testing. Starting in the 2014-15 school year, FAY is based on the following: for spring assessments, FAY will be counted as continuous enrollment from the third Friday of September of the current school year to the completion of testing.

"How is FAY applied to reporting and accountability?"

FAY is applied for public reporting of assessment results and when using assessment results in accountability calculations. A student is only included in performance-based accountability calculations (i.e., priority area calculations in accountability report cards and Annual Measurable Objectives (AMOs) if he or she was enrolled in a school for the FAY. District AMO calculations and accountability report cards include students in achievement-based calculations who were enrolled in the district for the full academic year. Test participation calculations do not factor in FAY status because, while schools and districts are only held accountable for the performance of students enrolled for the FAY, a student is expected to participate in the required statewide assessments regardless of FAY status.

FAQ...

Q. When is parent/guardian opt-out allowed?

When a parent or guardian requests that the student be excused from participating in the Wisconsin Student Assessment System (WSAS), this request must be honored at grades 4, 8, and 9-11, per Wis. Stats. 118.30(2)(b)3. This request may come at any time during the testing window. All students excused by parent opt-out are marked as "not tested" students in school and district reporting determinations.

Q. How does a parent/guardian request an opt-out for their student?

A parent must submit a written request for student opt-out to the principal or the school board. Per Wis. Stats. 118.30(2)(b)3., if the student is in grades 4, 8, and 9-11 the request must be granted. However, if the student is not in the above mentioned grade levels, the decision to grant the request is at the discretion of the school board.

Q. Where can parents/guardians find information about the state assessments?

There is a page on the OSA website dedicated to [Assessment Information for Families](#).

Q. Where can I find assessment timeline information?

There are three different types of assessment timelines available on the [assessment homepage](#).

Q. Do I need to test a foreign exchange student?

Yes. You must test all students enrolled in tested grades.

Q. What will be the mode of delivery for ACT and WorkKeys during spring 2016?

ACT and WorkKeys will continue to be administered as paper/pencil assessments during spring of 2016. We will continue to monitor the possibility of moving to online delivery in the future; however, at this time ACT and WorkKeys do not support ChromeBooks, a common device used in Wisconsin high schools. Note that ACT Aspire in grades 9 and 10 does support ChromeBooks, and will continue to be provided online.



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What is Results-Driven Accountability (RDA)?

[Results-Driven Accountability](#) (RDA) is the federal government's focused approach to special education monitoring.

Traditionally, under the federal Individuals with Disabilities Education Act (IDEA), the system of monitoring special education placed a heavy emphasis on procedural compliance without consideration of how the requirements impact student learning outcomes. Now, federal requirements under IDEA require that the primary focus of special education monitoring be on improving educational results and functional outcomes for children with disabilities, and ensuring the IDEA program requirements are met. This is a more balanced approach to determining program effectiveness in special education, and keeps student success as the focus.



Educators may be wondering if they are expected to do anything differently as a result of RDA. A [three-minute DPI video](#) explains RDA in plain language. As the video explains, it is no longer enough to be in compliance; now, schools need to show that measurable learning for students with disabilities is occurring. Teachers, principals, and DACs alike should begin planning how they can use assessment data as a way of showing student gains under RDA.

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